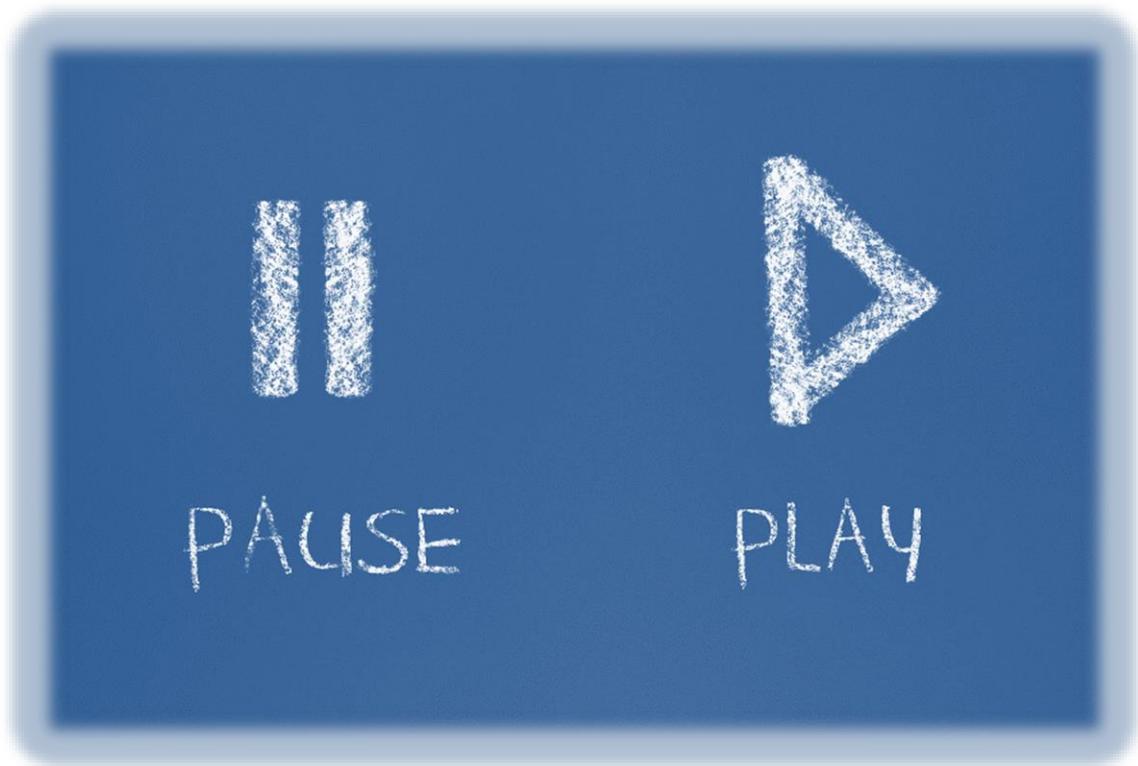




The First Systemic Practice and Autism Conference



Friday 8th July 2016
Systemic Practice Research Centre
University of Bedfordshire

PROGRAMME			
WHEN	WHAT	WHO	WHERE
9.00	Registration		P102
9.30 -10.00	Opening session	Gail Simon	P102
10.00 – 10.45	Casperger’s Magazine	Alice Schippers & Casper Boot	P102
10.45 – 11.00	BREAK		
11.00 - 12.00 Workshops	Working systemically with adults with an Autistic Spectrum Condition and Intellectual Disabilities	Mark Haydon-Laurelut	P102
	“They just don’t care” – (Mis)perceptions around parents, children with severe autism, and residential provision	Ann Jinks	P103
	A Work-in-Progress: Eco-Chaotic ideas in the Counselling Room	Fran Urbistondo Cano	P203
12.10– 13.10 Workshops	Stigma's impact upon the mental health of autism caregivers	Chris Papadopoulos	P103
	Thinking Systems: Mind as Relational Activity	Gail Simon	P103
	Affording the gifts of autism	David Steare	P203
13.10 – 14.00	LUNCH BREAK		
14.00 – 15.00 Workshops	Talking labels: What do I do when families come to talk about Autism spectrum conditions?	Sarah Helps	P102
	Neurodiversity in Organisations	Ingrid Vlam	P103
15.00 – 15.15	BREAK		
15.15 – 16.15 Workshops	Exploring meanings that connect in families where one or more of the children have been described as having an Autistic Spectrum Condition.	Mairi Evans & Julie Reilly	P102
	Diagnosing the person, or diagnosing the environment?	Paul Moloney	P203
	It’s Different for Girls.	Uttom Chowdhury	P203
16.30 – 17.00	Reflections		P102
17.00	END		

WORKSHOPS

Ann Jinks, MSc

“They just don’t care” – (Mis)perceptions around parents, children with severe autism, and residential provision.

I was recently in a seminar where someone was talking about autism. He said that there are children and young adults on the autism spectrum who were in residential schools because their parents “just don’t care”. What he did not know was that I have a son with autism who has been in residential care for six years. What’s more, there are times when his dad and I choose to stay away and do not go to see him...

I am a relationship counsellor and supervisor with a special interest in working with individuals, couples and families affected by autism.

ajinks@annjinkscounselling.co.uk

Casper Boot and Alice Schippers, PhD

Casperger’s Magazine

My presentation is called ‘Casperger’s magazine’ which is a kind of newspaper with all the important headings I would like to share about a part of my life connecting with the label of Asperger’s syndrome, that I (sometimes) proudly carry. Headings include: when I became aware of my label, how autism is manifest in my personal, family and social life, and what I think of it. I will illustrate most of my presentation by means of my favourite subject: the Animal Kingdom.

I will present with my mom, who will address the different constructs of autism and will connect these to themes from her work as a scholar in the field of Disability Studies. We will address themes like stigma, representation and diversity.

My name is Casper Boot, I live in Amersfoort, The Netherlands. I’m 12 years old and just finishing my first year at secondary school. I will continue the next five years in the so-called pre-university education stream at my school. Since 2014, I’m guest lecturing at several international bachelor programmes at universities in Amsterdam as an expert by experience on personal, social, and cultural aspects of autism. My ambition for the future is to study zoology, and become a zoologist with a special focus on mammals. My hobby’s are collecting Sleich animals, designing zoo’s, making pencil drawings, playing Minecraft with my schoolmates and practising karate (orange belt).

My mother’s name is Alice Schippers, MSc, PhD (interdisciplinary social sciences). Since 2009 she he has been general director of Disability Studies in the Netherlands, and has worked for twenty years in policy, management, research and higher education in the disabilities field. She also holds a coordinating senior research position at the Disability Studies unit of the Medical Humanities department of the VU University medical centre in Amsterdam. Her publications are on social inclusion, community based support and

(family) quality of life. She is co-chairing the International Special Interest Research Group on Quality of Life of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD). Disability Studies in the Netherlands is partner organization of the IASSIDD Academy, striving to further the knowledge of disability professionals around the world. More information at: www.iassidd.org/content/iassidd-academy.org and www.disabilitystudies.nl

Chris Papadopoulos, PhD

Stigma's impact upon the mental health of autism caregivers

During this talk you will be introduced to different forms of autism-related stigma and the implications they have for caregiver mental health and well-being. You will then hear about a planned study that the speaker will be leading later this year on protecting autism caregivers from the impact of stigma and will be given the opportunity to put forward your thoughts upon what might make the planned intervention more successful.

I am a senior lecturer in public health at the University of Bedfordshire. My research background predominantly centres on public mental health and psychological well-being, in particular stigma across and within cultures and vulnerable populations. I am very interested in the stigma associated with autism and other disabilities, mental health and illness, the concept and power of self-stigma, older adult mental health, inpatient psychiatry, and loneliness. I have worked for a number of NHS Trusts and Universities in a research capacity, including at the Institute for Psychiatry at King's College London on the Safewards programme of research aimed at understanding and reducing conflict and containment within psychiatric inpatient acute wards.

Chris.Papadopoulos@beds.ac.uk

David Steare

Affording the gifts of autism

In this workshop we can reflect on the contributions of autism within informal social groups and formal business and government organisations. Collaborate writing, dialogue and presentations can explore and outline a systemic framework for eliciting the gifts of autism as a necessary condition for personal, social and organisational development.

I am the voluntary co-ordinator of the 'Advocates for ADHD and Autism (Derby)' group which has 500+ 'likes' on Facebook. I retired from employment in 2014, previously working as a psychiatric nurse, social worker and systemic practitioner. I continue to enjoy supporting families where ADHD and autism appear as a need. My recent Context paper 'are we not autistic?' can be read via academia.edu.

david.steare@ntlworld.com

Fran Urbistondo Cano, MA

A work in progress: Eco-Chaotic ideas in the Counselling Room

During this presentation, I would like to share with you some ideas that I've been working on while developing my research question as a part of my PhD in Systemic Practice at the University of Bedfordshire. I am a counselling psychologist and family therapist working in a systemic brief therapy format for a charity of children with autism in London. As a part of my self-reflexivity work, I've been thinking about the complexity of the therapeutic conversations that I engage with my clients. Often, we talk about a feeling of chaos that embeds the words, the themes and the tone in our conversations.

So, I wonder if that chaos could have a structure in relation to other ideas forming somehow an ecology of ideas or eco-chaotic ideas. In this context, I went to the art world and I found that the expressionist painting movement approaches chaos as an order that is not being understood or embraced... yet. Finally, I would like to invite you to reflect with me and other participants whether this metaphor from the art world could it be useful to us in embracing the complexity and the chaotic spontaneous movements of life and the role of counselling and psychotherapy.

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Gail Simon. DProf

Thinking Systems: Mind as Relational Activity

I often think it would be helpful if, as professionals, we shifted our skills from diagnostic activities to relational curiosity and develop collaborative ways of talking with people who have Asperger Syndrome and others in their networks. Not only can systemic talk help talk in people's social networks, it is also ethical for professionals to shift their focus from an exploration of 'mind' as commonly believed to exist solely within an individual person to the relational contexts so influential on how we talk with each other. By foregrounding dialogue over diagnosis, experimenting with user friendly talk can provide opportunities for symptoms and features of High Functioning Autism / Asperger Syndrome to be understood as meaningful communications in which the apparently 'disabled' person is experienced as able and enabling. The individualised account of the person having been diagnosed as having Asperger's Syndrome is exchanged for descriptions of an interactive social system. I will discuss how 'mind' is relocated from the cognitive brain to the social opportunistic space created between people.

I can't remember how I got interested in autism. It was a number of things really: my aunt saying she couldn't find information to understand my autistic cousin; colleagues involving me as a systemic family therapist when normal psychological practices were not helping. I am a systemic psychotherapist and supervisor and lead the Professional Doctorate in Systemic Practice at the University of Bedfordshire where several doctoral students are researching systemic practice and autism. I am editing a book on Systemic Practice and Autism.

gail.simon@beds.ac.uk

Ingrid Vlam, MBA

Neurodiversity in Organisations

Having personal lived experience of autism, I will start the workshop by reading a poem that expresses relational experience in an organisational context, followed by a brief presentation outlining some of my ideas and reasons for researching neurodiversity within an organisation and possibly beyond. I will then invite participants to discuss and feedback experiences and/or observations of neuro-typicality in organisations and what this could mean for the experience of people who identify with being on the autism spectrum.

I have held leadership roles in social care for over 20 years, more specifically in the context of supporting people with learning disabilities and/or autism, and have developed a co-creative approach to leadership. I am also a qualified coach and master NLP practitioner and am preparing to start the Professional Doctorate in Systemic Practice. My current research interest is in the area of Neurodiversity, with a focus on maximising the talents of people on the autism spectrum within organisations.

ingrid.vlam@brandontrust.org

Mairi Evans, MA & Julie Reilly, MSc

Exploring meanings that connect in families where one or more of the children have been described as having an Autistic Spectrum Condition

This workshop focuses on autism as difference rather than disability. It explores how systemic therapy can help families to understand each other's different needs both socially and emotionally and how they can co-ordinate together in a way that meets their needs for connection, distance, compassion and containment. We will use case examples that demonstrate how a therapist can work as a systemic-translator within a family improving an understanding of each others behaviours and interactions. We will also explore how working with schools and the wider system can improve the understanding of the impact of the child's specific needs on their daily life and how this can reduce distress and improve positive connections for the child in school and with their family. We will draw on social constructionist thinking, narrative therapy, information from occupational therapy, speech and language therapy and research on autism as well as clinical experience from regularly working with young people with autism and their families within specialist Child and Adolescent Mental Health Services (CAMHS) and an Autistic Spectrum Disorder (ASD) specific pathway.

Mairi Evans. I am a Senior Systemic Psychotherapist (CAMHS) and Clinical Lead Berkshire CAMHS ASD and AHD Pathways.

Mairi.Evans@berkshire.nhs.uk

Julie Reilly. I am a Systemic Psychotherapist in Berkshire CAMHS.

reillyjulie@icloud.com

Mark Haydon-Laurelut, PhD

Working systemically with adults with an Autistic Spectrum Condition and Intellectual Disabilities

This workshop will share my experiences of working with people with an ASC and Intellectual Disabilities. The workshop will seek to open space for reflection on our work whatever our agency contexts. We will explore how therapists might position themselves to knowledges of ASC and I will describe some practice examples.

I am a senior psychological therapist (family and systemic psychotherapy) in the NHS and a senior lecturer in psychology at the University of Portsmouth. My work is primarily with adults with intellectual disabilities.

mark.haydon-laurelut@port.ac.uk

Paul Moloney, PhD

Diagnosing the person, or diagnosing the environment?

“The psychologist’s job [...] is not to diagnose the inner person, but to explicate his or her relationship with the outside world. This is to switch ‘professional’ attention from discipline and conformity to a libertarian concern with understanding subjective distress as a function of the personal (and ultimately, of course, wider) environment. This is the task which faces all of us of rebuilding a public world that accommodates the human subjects who go to make it up.” (Smail, 2005)

I would like to explore some of the possible implications of the above perspective – (as developed by the late British clinical psychologist, David Smail) – for working with people with an Autistic Spectrum Diagnosis who are experiencing distress. I will not be providing new techniques or ‘answers’. Rather, my approach will be more of a questioning one and inviting discussion and reflections. The twin aims will be, first, to help people with the diagnosis and those who are supporting them to think more critically about the limitations of the Autistic Spectrum Disorder construct itself and, second, about the importance of contexts and relationships - (rather than of psychological or behavioural techniques) - when it comes to providing help and support.

Paul.Moloney@sssft.nhs.uk

Sarah Helps, D.ClinPsy

Talking labels: What do I do when families come to talk about Autism spectrum conditions?

What's your relationship to diagnoses? Which diagnoses sit comfortably with you and which grate? What's your practice when people come to talk about diagnoses?

Autism Spectrum conditions affect as many as one in 68 people. For many people, having an accurate diagnosis can open doors to resources, to ways of understanding the self and the other. Knowledge of an individuals’ strengths and challenges can help in the relational encounter, so that communication can become more attuned. The

conversations with a CAMHS diagnostic service usually come after a lengthy journey in which parents have tested out their concerns with a variety of other professionals. In this session I will discuss present some data from my doctoral research, which explores the conversations that unfold when families bring their child to have a diagnostic assessment for an autism spectrum condition. I will show how conversation analysis, the detailed analysis of talk-in-interaction, is helping me understand what I do and how I move the conversation onwards. Using transcripts, I show the benefits of moving between the domains of action, production and aesthetics. I argue that families come with a fixed narrative about their children, which has been honed through conversations with other professionals. The use of collaborative-systemic-dialogical practices can both free these narratives and can support the process of going on together, in both family and professional conversations.

I am a consultant clinical psychologist, family therapist, practitioner and researcher. My work in an all-age multi-disciplinary NHS team spans both diagnostic and therapeutic work. I am currently interested the ethics of researching one's own clinical practice and the tension between social constructionist, dialogical-influenced systemic practice and the making and using of diagnoses.

SHelps@tavi-port.nhs.uk

Uttom Chowdhury, MB ChB, MRC Psych

It's Different for Girls

I will discuss my research looking at Autistic Spectrum Disorder traits in girls and boys. The brief work looks at the problems with identification of Autistic traits in girls and why the reporting may be under-reported.

I have worked as a Consultant in Child and Adolescent Psychiatry in Bedfordshire since 2000. I trained at Great Ormond Street Hospital and have clinical experience working with a range of child neurodevelopmental and psychiatric presentations. I am a Visiting Professor at the Institute of Applied Social Research, University of Bedfordshire. I have worked as an Honorary Consultant Psychiatrist to Children and Young Persons Team, Medical Foundation for Victims of Torture, London. My research interests have included Neuroimaging in Children and Adolescents with Anorexia Nervosa, the Assessment of Children and Adolescents with Autism Spectrum Disorders and the Clinical Characteristics of Children and Adolescents with Obsessive Compulsive Disorders. I am currently researching the use of CBT versus Counselling for young people with Asperger's Syndrome. My books include Tics and Tourette Syndrome (Jessica Kingsley Publication), which has been published in 4 different languages.

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USEFUL INFORMATION

WIFI

Visitors to the University who cannot access the eduroam Wi-Fi service can connect to a service specifically for guests using two Wi-Fi services - **Guest-Registration** then **Guest-UoB**.

Register first using 'Guest-Registration'

- On your device, change your Wi-Fi settings to connect to 'Guest Registration'.
- Run your browser and try visiting any web site to be taken to the Registration web page.
- Read any information or terms and conditions before continuing.
- On the Registration page, complete the required parts of the form.
- Click on the Register button and wait for your unique 10-digit access code to appear.
- Make a note of this code and please read any additional instructions before proceeding.

Login using your access code to 'Guest-UoB'

- Change your Wi-Fi settings to 'Guest-UoB'
- Supply a password for the Wi-Fi service 'Guest-UoB' so enter your code
- With the code accepted, you connect to 'Guest-UoB'
- If you disconnect from the Wi-Fi service during the day, your device will automatically reconnect to 'Guest-UoB' when you are within range.
- You shouldn't need to connect again to 'Guest Registration' or revisit the Registration web page that day unless your code stops working.

Food and drink

Refreshments are provided in the breaks and there is a vegetarian lunch all in P102. In addition, there is a café in Campus Centre over the courtyard. There are also drink machines in the Postgraduate Centre.

Quiet spaces

If you need some space, P204 is available between 9.00 – 17.00
Sitting on an upper floor landing in the Postgraduate Centre can be peaceful.

Participants

Andrew Bridgen
Anne Lion
Annette Allen
Annette Wilson
Ann Jinks
Ann Virginia Jones
Carole Hunt
Casper Boot
Cheow Godfrey
Chip Chimera
Chris Papadopoulos
Christopher Glenn
Christina Schwabenland
Clair Johnson
Costa Deo Narain
David Steare
Donna Gooding
Bob Budd
Florence Fernandez
Francisco Urbistondo
Fay Akea
Gail Simon
Gillian Beckwith
Hanna Venton-Platz
Ingrid Vlam
John Duff
Julie Reilly
Philippa Simons
Jennifer Summer
Jason Maldonado-Page
Juan Moreno
Joy Osbourne
Jonathan Rabson
Kate Brolly

Kate Lewis
Katherine Miller
Katie Watson
Kimberley McLaughlin
Kirsty Don
Karen Partridge
Aphrodite Korogiannaki
Laura McHugh
Lavona Rivington
Liz Evans
Mairi Evans
Mark Haydon-Laurelut
Marta Costa Caballero
Anita Mckiernan
Miriam Richardson
Paul Moloney
Frode Thorsell Pedersen
Carmel Fraser
Roland Casson
Rowena Wasyliv
Suzanne Hall
Sarah Jane Knight
Sophie Cockell
Shaziyah Afzal
Sharon Marshall
Sarah Helps
Sonja Lof-Fattal
Sophia Simmonds
Suzanne Hutchison
Suzanne Hutchison
Theresa Ryan
Uttom Chowdhury
Vivienne Gross
Wendy Smith

Re-Thinking Autism

Diagnosis, Identity and Equality

Edited by
Katherine Runswick-Cole,
Rebecca Mallett
and **Sami Timimi**



Challenging existing approaches to autism that limit, and sometimes damage, the individuals who attract and receive the label, this book questions the lazy prejudices and assumptions that can surround autism as a diagnosis in the 21st Century. Arguing that autism can only be understood through examining 'it' as a socially or culturally produced phenomenon, the authors offer a critique of the medical model that has produced a perpetually marginalising approach to autism, and explain the contradictions and difficulties inherent in existing attitudes. They examine and dispute the scientific validity of diagnosis and 'treatment', asking whether autism actually exists at the biological level, and question the value of diagnosis in the lives of those labelled with autism.

Chapters in this important book from two presenters:
Mark Hayden-Laurelut and Gail Simon.

Systemic Writing Retreat

with Dr Gail Simon

29th – 30th April 2017, Brathay Hall, The Lake District

Toni Morrison

"When I do a first draft, it's usually very bad because my tendency is to write in the language of everyday speech, which is the language of business, the media, the language we use to get through the day. If you have friends you can speak to in your own language, you keep the vocabulary alive, the nuances, the complexity, the places where language had its original power, but in order to get there I have to re-write, discard, and remove the print-quality of language to put back the oral quality, where intonation, volume, gesture are all there."

For systemic practitioners of all professional persuasions!

This may be the moment to just do it! I sometimes think one owes it to oneself, and probably the community of known and unknown others who want to tap into how you think, what you do with what you feel, see and how you move around in that extraordinary dialogical space. Maybe you want to write something in particular. Perhaps you want to play, experiment with finding a voice, a nib, a style a form. This is that space. In this retreat, there will be talks on writing from Gail, some experimental writing exercises and time for you to develop some writing.

Gail's doctoral research was on Writing (as) Systemic Practice. Gail experimented with creative yet ethical ways of writing from within practice and in ways which are coherent with systemic ways of speaking. She has led numerous writing workshops within the systemic community and on qualifying courses for therapists and doctoral programmes. Gail has presented at national and international conferences on writing as a form of inquiry, Relational Ethnography, writing as relationship, performative writing and on political and ethical issues for practitioners in writing. Gail leads the Professional Doctorate in Systemic Practice at the University of Bedfordshire and is Joint Editor for Human Systems: Journal of Systemic Practice. Gail doesn't believe in writer's block but in creating a suitable context and audience in mind for one to really feel ready to write.

**Cost £220. Payment via <http://systemicwriting.eventbrite.co.uk>
(Book your accommodation directly with Brathay Hall on 015394 33041)**



Bedfordshire International Systemic Spring School



A place for reflexive contemplation and learning on all things systemic!

26th – 28th April 2017
Brathay Hall, The Lake District

This event brings together people interested in developing leading edge practices in leadership, therapy, coaching, organisational development, supervision, training and community work. The Lake District setting of this event is important. We want you to have space to breathe, to move, to reflect on your own as well as with others. Brathay Hall is situated in one of the most beautiful parts of the Lake District. It sits at the head of Lake Windermere and just under Loughrigg Fell with extensive grounds and walks from the doorstep. The main house has large and small rooms with views as well as a theatre, a bar with sofas and an open fire and a yurt as happening spaces. There will be a lively and creative programme of presentations and workshops from early till late over the three days with leading edge guest presenters yet to be announced, and with the programme team and participants from the Professional Doctorate in Systemic Practice. Watch this space for announcements: www.beds.ac.uk/pdsp and find the Bedfordshire International Systemic Winter School on Facebook.

Cost - £430. The fee includes attendance at the Winter School, lunch and conference dinner. Accommodation is not included but is available at Brathay Hall and in nearby Ambleside. Places are limited so early booking is advised.

Booking at <http://systemicspring.eventbrite.co.uk>



Professional Doctorate in Systemic Practice

Innovative research and scholarship in the established systemic portfolio at the University of Bedfordshire

Are you working in the professions of

**Leadership Organisation Development Education and Training
Therapy Social Work Health Community Development**

Are you using ideas and values from

**Systemic Co-Constructionist Practice Collaborative Inquiry Dialogical Practice
Narrative Reconstruction Appreciative Inquiry Open Dialogue**

If yes, the Professional Doctorate in Systemic Practice may be your route to

- achieve the highest academic and professional qualification available
- explore an area of relationally reflexive practice
- produce a creative and exceptional contribution which is both practical and useful to others

What is special about this course?

- Its reputation for systemic innovation and academic excellence
- Meetings five times a year with fellow participants
- A concern with systemic irreverence & relational ethics, imagination & rigour
- Reflexivity as a red thread throughout your practice, inquiry and methodology
- Membership of a relationally reflexive practitioner research school
- Participation in the Bedfordshire International Systemic Winter School
- The Professional Doctorate is a PhD equivalent for advanced practitioners
- An inspiring course team with national and international presenters
- It was originally designed at KCC by Peter Lang, John Shotter, Martin Little

The Professional Doctorate in Systemic Practice encourages you to develop innovative approaches to systemic inquiry. You can reflexively research aspects of professional practice or bring a systemic lens to other real life issues. Your inquiry will reflect the methods, theory, values and ethics of systemic practice and take inspiration from the fields of post-positivist qualitative inquiry.

Email: Dr Gail Simon, Programme Leader: gail.simon@beds.ac.uk

Site: www.beds.ac.uk/pdsp



Systemic Practice Research Centre
Institute of Applied Social Research
University of Bedfordshire

The Professional Doctorate in Systemic Practice
www.beds.ac.uk/pdsp